

**Springboard Sunderland Trust**

**Springboard Nursery**

**Supporting Children with SEND**

Special Educational Needs and Disabilities





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<b>Supporting Children with SEND</b>	
Category:	Springboard Nursery
Responsible Person:	Marie Hunter
Accountable Person:	Jane Waggott
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Springboard Nursery provides an environment in which all children, including those with special educational needs and disabilities, are supported to reach their full potential

Springboard Nursery SEND Policy and all other policies aim to provide clear direction to staff and others about expected codes of behaviour in dealing with child welfare concerns. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe at our Nursery.

The purpose of the policy is, therefore, to ensure that all our young children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where child protection concerns are identified referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

Staff are committed within Springboard to safeguarding and promoting the welfare of children in our care through all our policies, procedures, and practices. We expect all our pupils' parents/carers and visitors to share this commitment and understanding, and this is communicated through a display of key messages.

**The policy has been compiled with regard to: -**

- The Children and Families Act 2014 SEND Reforms
- 2014 Code of Practice and all subsequent updates
- The Statutory Framework for the Early Years Foundation Stage (2017)
- LA Local Offer

**Improving Outcomes: High aspirations and expectations for children with SEND.**

- Promoting equality of opportunity for all children
- Curriculum Policies
- Behaviour Policy which supports inclusion for all
- The Together for Children SEND Ranges from September 2019 and introduction of Provision Maps from 2020.

## Philosophy

- All children have a right to a broad and balanced curriculum, delivered through the statutory framework for the Early Years Foundation Stage. This reflects their individual social, emotional, physical, communication and cognitive needs. It is relevant, differentiated and matched to their developmental stage. It provides progression and coherence and is discussed with parents and carers through shared participation in the individual child's Learning journey and displayed information.
- Every child at Springboard Nursery is entitled to access the whole curriculum through early identification of their specific need by the Nursery Practitioner and SENDCo, who together with parents, carers, professionals and outside agencies, plan to provide appropriate and additional opportunities to support children's learning.
- The Nursery has a full commitment to inclusion and an awareness that all staff are practitioners of SEND, supported in their skills through training.

- The Nursery celebrates individual and collective achievements through its positive inclusive ethos. This feature acknowledges that personal, social and emotional development are intrinsic to all children's capacity to access, engage and learn from a base of secure emotional strength, wellbeing and involvement.
- The co-ordinated, person centred approach is followed throughout the Nursery in working with parents and carers as shared learners.
- The Nursery is committed in all its approaches to removing barriers that prevent children accessing the EYFS curriculum, so to give each child support to achieve developmental progress.

## Policy

1. The Children and Families Bill was enacted in September 2014. From this date Local Authorities and schools are required to publish and keep under review information about the services they expect to be available for children and young people with SEND (age 0-25). This is known as the Local Offer.
2. The Nursery utilises the Local Authority to form the policy and the provision it is able to provide. Springboard Nursery will use its best endeavours to identify and plan intervention support to meet the needs of the child's special educational need. This is published in the SEND Information Report. A graduated system is used through a cycle of assess, plan, do and review using rigorous observations of the child's development, to take action in close liaison with parents and carers at the earliest opportunity.
3. As a medium to high percentage of children attending Springboard Nursery Centre are identified as vulnerable, it must be acknowledged that their developmental presentation is affected by challenging environmental factors. For a young child this level of delay may manifest itself as a SEND. Therefore, the strategies for identification, intervention and support will continue with the recommended 2 Level approach of Level 1 and Level 2, with the trigger for the Level 2 generally being the involvement of more than one outside agency. The registration of children with SEND is undertaken through rigorous identification of their needs, which shows that in 1 specific area or in multiple areas of their development, they are presenting well below their chronological age. This early identification, speedy intervention and understanding that young children need the opportunity for consistent and repeated activities is planned through the Nursery's intervention programme.
4. The criteria for Level 1 and Level 2, and for proceeding to an Education, Health and Care Plan will be based upon 4 areas: -
  - Communication and Interaction
  - Cognition and Learning
  - Social, mental, and emotional health
  - Sensory and/or physical
5. Springboard SEND Information Report is published on the Springboard Sunderland's website, and details how the Nursery supports children with SEND and enables parents and carers to be informed of the provision of systems within the Nursery.
6. Springboard Nursery named SENDCo's are Jane Waggott and Marie Hunter who are both compliant with role expectations within the 2014 Code of Practice.

7. Crucial to Springboard Nursery's policy is the commitment to early identification, effective intervention which is assessed for impact through observation and data analysis of children's progress, and close working with parents and other professionals.

## Practice

- Springboard nursery's practice is detailed within the Special Educational Needs and Disabilities Information Report (see attached information).

## Procedures

- As part of our policy for Inclusion, all staff will discuss all children and their needs. Parents will be advised of any concerns that staff may have permission sought to involve others, e.g Speech Therapist. This is raised at the earliest opportunity in every age phase.
- When a child arrives at Springboard Nursery where their needs are already known, any information shared with the Centre will be used to support them within the most appropriate level, either Quality First, Level 1 or Level 2.
- Code of Practice procedures will be rigorously followed within each level of action using the observe, assess, plan, do and review approach.
- Involvement of all practitioners in observation, assessment and action taken to support children's needs and development is built into the data collection and analysis system (see all EYFS data information).
- If it is appropriate to make a request for formal assessment, a person centred approach will be followed. This direction is taken when there is evidence that despite appropriate support, including multi-agency involvement at the Level 1 and Level 2 stages, the child may require an EHC needs assessment with a view to accessing an EHC Plan. Where it is anticipated that a multi-agency meeting to review progress at Level 2 will result in a referral for Formal Statutory Assessment, the SENDCo will conduct the meeting using the person-centred format (ideally, supported by a 'scribe' to record discussions): -
  - The child or young person is at the forefront
  - The meeting is conducted to sensitively ensure parents are clearly informed
  - Discussion is recorded on the Whiteboard
  - The following headings are used to structure the discussion:
    - What do we like and admire about .....?
    - What's important TO ....?
    - What's important FOR ....?
    - What's working well?
    - What are the issues and questions that need to be addressed?
    - Actions? (including further assessment work)
- It is helpful if records submitted to the meeting are structured under the above person-centred headings. This prepares group members to contribute, or if unable to attend, to submit a relevant contribution.
- The notes of the meeting and reports will be included with the EHC Plan assessment request.
- If the assessment is initiated a Plan Co-ordinator will be appointed from the SEND Unit and contributors will be given a date for submission of their advice. A revised outline format for advice will be produced.

- The Plan Co-ordinator will liaise with the Key-worker to arrange a multi-agency person-centred Support Planning Meeting within two weeks of the above date.
- The Plan Co-ordinator will bring a draft of parts 1, 2 and 3a of the EHC Plan for review and approval by the group.
- The group will identify and agree time specific outcomes for the child or young person, and the support required on an on-going basis, to ensure that these are achieved.
- The family can request a Personal Budget.
- The Plan Co-ordinator completes the proposed EHC Plan, which is submitted to the Resources Panel for approval and completion of information re resources, funding agency, personal budget and educational placement.
- These points of procedure highlight co-ordination, key-working support and the person-centred approach to SEN and do not include full details of all aspects of the EHC planning process. Key points for family and multi-agency involvement are the multi-agency meeting prior to referral and the Support Planning Meeting. Meeting together in this way ensures that information does not have to be shared repeatedly, avoids overlap and ensures 'ownership' of outcomes and accountability.

### Transition procedures

- They will be additionally supported for children with SEND through the use of a Transition Plan (see transition file).

### Reporting and Challenge

- The Nursery's website informs parents and carers of its SEND Information Report.
- Information on all children's progress is shared with parents and carers through the children's Online Learning Journey 'Tapestry' and review meetings.
- The SENDCo reports to the Early years teacher from the Local authority and regularly provides information to Springboard Sunderland's EHCP coordinator.
- The SENDCo forums raise questions and responses with regard to all aspects of improving provision and outcomes for all children, including those with SENDs.
- It is expected that the LA Early Years teacher visit and observe in order to ask fully informed questions, which both support and challenge the Nursery's system for full SEND support.

## Related Documents

- EYFS Statutory Framework
- Special Educational Needs and Disabilities Code of Practice
- LA Local Offer
- Springboard Nursery's SEND Information Report
- Springboard Nursery's Single Equality Scheme and Accessibility Plan
- Curriculum Policy
- Behaviour Policy
- Learning Support Plans
- SEND Ranges 2019
- Provision Mapping

This policy was adopted at	Springboard Nursery
Date	18/08/2021
Date to be reviewed	08/08/2022
Signed by manager (Marie Hunter)	<i>M Hunter</i>
Signed by signatory	<i>S Reay</i>
Name of signatory	Steve Reay
Role of signatory	Chief Executive Officer